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ABSTRACT

This handbook details a step-by-step process to establishing educational relationships or partnerships with business, labor, government, and community organizations. Worksheets are provided to help with this relationship-building process. Chapter 1 focuses on these areas: the why of a partnership, resources to support the effort, benefits for each partner, finding a partner, criteria for selection, approaching a prospective partner, and an agreement to form a partnership. Chapter 2 addresses these aspects of forming a partnership: assembling a planning team; defining expectations, roles, and responsibilities; building the relationship; defining purpose, direction, and accountability; and implementing partnership activities. Chapter 3 discusses the partnership evaluation--qualitative and quantitative. Chapter 4 lists activities to maintain the partnership. Chapter 5 outlines a number of challenges with suggestions to meet them. Chapter 6 contains a selection of active partnerships: Business Horizons, Young Apprentices--Building Trades, Conference without Walls, Project Paybac, Health Occupations Education, and "A Friendship." The partners, their contributions, and their rewards are identified. A resources section lists 16 national organizations, 28 Iowa and regional organizations, and 12 support materials. (YLB)

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CREATING PARTNERSHIPS

A HANDBOOK OF EDUCATORS



Business



School

Developed by the Iowa Council on
Vocational Education

May, 1995

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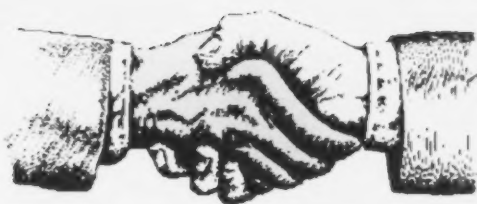
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A Handbook for Educators



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Developed by the Iowa Council on
Vocational Education

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The Iowa Council on Vocational Education is a private-sector-led citizens advisory council. Members are appointed by the Governor and represent business, industry, labor, agriculture, and education. The primary responsibility of the Council is to advise the Governor, the State Board of Vocational-Technical Education, and the business community on policies and initiatives that should be undertaken to strengthen and improve vocational-technical education.

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A PARTNERSHIP SUCCESS STORY

The invitation seemed simple enough to Lisa, a first semester senior - a chance to gain some work experience with a major employer in the community. Lisa was pretty bored with her class work and her school counselor was encouraging her to participate. She knew she wouldn't have enough money to go to school and she really had no plans beyond graduation.

Lisa was interviewed and asked to join the business for two hours everyday after school as a volunteer. She was assigned a mentor, who helped show her the ropes, explain the company's expectations for her and answer her questions. Lisa received instant feedback about the quality of her work and at the end of the first semester received a positive evaluation from her mentor, work supervisor and school counselor.

Lisa was assigned new responsibilities, received a name badge with her picture, a title and began to be paid for her work. Lisa was invited to work forty hours over spring break and upon graduation was hired full time by the company.

Lisa is now taking night classes at a local community college while working for the company. Describing her experience, Lisa is proud of what she has accomplished - and to top it all, her former school counselor and employer have asked if she will be a mentor to a student starting at the business!

Lisa's story is a result of a successful partnership; just one example of how educators and employers in collaboration can change a life.

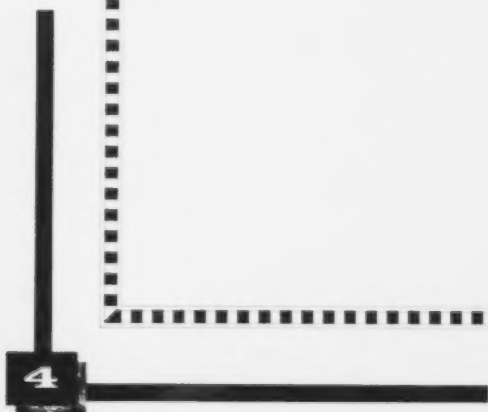
"Business will train, if schools will educate." - David Kearns, Xerox CEO, from *Can Business Save the Schools, Training, August 1990.*

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INTRODUCTION

*"No longer can business stand on the side lines and say, educators, do your thing, and when you are done, we will train them to suit our needs. The time is **now** for business and industry to become involved," Merle Johnson, Owner, Ankeny Tire and Battery, Chair, Central Iowa Regional Planning Board*

WHAT IS A PARTNERSHIP?

An agreement between two organizations with a common goal to work together on mutually beneficial activities.

WHY DO WE NEED PARTNERSHIPS?

Education cannot be responsive to the changing needs of students preparing for life beyond formal education without the commitment and assistance of business, labor, government and community groups. In this budget-constricted time, resources are at a premium and must be shared. Organizations that exist outside the education arena bring a much-needed global perspective, as plans are made to transform our schools.

Business, labor, government and community organizations that enter into partnerships with education have the opportunity to shape the future workforce, to reduce costs involved in training for remediation and gain a positive status in the community.

Well organized partnerships that benefit both partners, produce a synergy that can be the stimulus for innovative strategies for change.

HOW IS THIS HANDBOOK GOING TO HELP?

It is difficult knowing how to get started on building long-term partnerships with business, labor, government and community organizations. This Handbook will take you through a step-by-step process so that you can establish relationships that are mutually satisfying and beneficial. You can use the worksheets to help with this relationship-building process. It takes time; it takes patience. It also takes commitment and hard work. GOOD LUCK!



JUMP START TO A PARTNERSHIP

What to do at a Glance

- ☒ Define why you want a partner
- ☒ Gain high level commitment
- ☒ Clarify what it is you want and what you can contribute to a partnership.
- ☒ Explore various partner options
- ☒ Choose your prospective partner based on your criteria for selection
- ☒ Approach the prospective partner with a partnership proposal
- ☒ Agree to work together
- ☒ Assemble a Planning Team with your partner
- ☒ Define roles, responsibilities and how you will work together

CHAPTER ONE

GETTING STARTED

**CHAPTER 1
GETTING STARTED
WORKSHEET 1**



Why a Partnership?

1. List reasons for wanting a partnership.

2. List the ways that you have identified that business, labor, government and community groups can help.

3. In what ways can your education institution provide assistance to business, labor, government and community groups?

4. How would your governing board and administration be supportive of a partnership arrangement with another organization?

5. What financial and personnel resources can be provided by your institution?

6. Identify the supporting groups that need to be involved in this partnership, for example, Advisory Groups, Workforce Development Centers, parents, students, Chamber of Commerce, etc.

STRATEGIES

Why a Partnership?

GAIN HIGH LEVEL COMMITMENT

Checklist

- ☒ Administrator should contact the chief administrator of the prospective partner organization.
- ☒ Put on an event to showcase your organization's assets and invite your potential partner's top administrator to attend.
- ☒ Think about the partnership from your prospective partner's perspective. What can we give them that they need?
- ☒ Cite examples of exemplary programs (see Chapter 6, Model Programs), refer to the literature that describes the need, for business and education cooperation and list the benefits for such an enterprise (see p. 9 for Benefits), when you approach your administrator about supporting a partnership.
- ☒ Consider taking a team approach when talking to your chief administrator about the project. Show the administrator that you and your colleagues have thought through how you envision the partnership.

STRATEGIES

Why a Partnership?

ENSURE THERE ARE RESOURCES TO SUPPORT THE EFFORT

- ➡ Inventory the resources available in the community. Identify individuals who have expertise to share in planning, organization, team work and marketing.
- ➡ Be aware of government resources available, e.g. Department of Employment Services, Labor Market Information Unit, the Iowa Association of Business and Industry, Work Force Development Centers, TARGET Alliance (see Resources p. 65).
- ➡ Talk to other organizations that already have partnerships to cost out financial, personnel and material resources.
- ➡ Inventory possible community funding resources.
- ➡ Explore the possible support of service clubs and non-profit organizations.
- ➡ Investigate the possibility of grants through the Department of Education or regional organizations for seed money to begin your project.

STRATEGIES

Why a Partnership?

LIST BENEFITS FOR THE PARTNER

Business, Labor, Government and Community

- B Ability to access entry-level employees
- e Aid to economic stability because of skilled work force
- e Reduction in resources spent on in-house training
- n Receive good publicity for your organization
- e Improve on your process for selecting personnel because you have the opportunity to view potential workers on-the-job.
- f Train future employees to your specifications
- f Put your organization in good standing with the community
- il Reduction in social problems as the dropout rate goes down and employment goes up
- il Reduce on-the-job accidents of new hires
- il Help the labor shortage
- it Personal and professional satisfaction
- S Influence curriculum development to meet the needs of business, labor, government and community
- S Help replace post World War II retirees in the near future

STRATEGIES

Why a Partnership

LIST BENEFITS FOR THE PARTNER

Education

B

Improve student understanding of how education is linked to employment.

e

Help students showcase their skills and abilities

n

Offer students opportunities to explore and test career options

e

Give students valuable work experience improving their job prospects

f

Help expose instructors to state-of-the-art technology

il

Assist students in entering the work force directly from school with employable skills

it

Help students gain advanced standing in college

s

Provide appropriate role models

Assist education institutions with equipment acquisition and staff development

Help students see the relevancy of education through the application of both academic and vocational skills.

STRATEGIES

Why a Partnership?

CLEARLY DEFINE WHAT IT IS YOU WANT AND WHAT YOU CAN GIVE

1. Think of the partnership as a balance of give-and-take.



2. Be specific about what you have to offer.



3. Consider what you want or can contribute in incremental terms. "Think small at the beginning of the partnership."



4. Discuss, then list the particular outcomes you plan to achieve with a partnership.



"In order for a partnership to be successful both parties must be willing to give as well as to get. It has to be a well-balanced, mutually beneficial arrangement," - *Sheila Stalter, Association of Business and Industry.*

STRATEGIES

How do We Find a Partner?

DEFINE THE CRITERIA FOR SELECTION

- ➡ Consider your organization's priorities.
- ➡ Keep students' or employees' needs for development at the forefront of your thinking.
- ➡ Consider your organization's need for certain resources.
- ➡ Think of the "nuts and bolts" of a partnership - location, time, schedules.
- ➡ Consider how your organization can help a partner organization meet its goals.
- ➡ Assess the long-term prospects for the organization you are considering.

*"We can solve almost all problems if we all work together." - Margo Bassinger,
Director of Community and Partnership Education, Millard Schools, Nebraska*



CHAPTER 1 GETTING STARTED WORKSHEET 2

How do we Find a Partner?

1. In what ways have past partnerships (if any) been successful?

2. Is the prospective organization located nearby; is transportation going to be an issue?

3. Does the organization have the resources to help meet your identified needs?

4. Will the jobs at the organization being considered exist in future years?

5. Is the organization a business, labor, government or community group? What type of organization best matches your education institution's needs and culture?

6. Has the prospective organization had previous partnership arrangements with other education institutions? What did they involve and were they successful?

7. Can the organization offer a wide range of opportunities for students and instructors?

STRATEGIES

How do we Find a Partner?

GET TO KNOW PROSPECTIVE PARTNERS

- Invite them into your place of work for a tour.
- Exchange information on your organizations.
- Attend functions sponsored by the prospective organizations.
- Collaborate with organizations and have a Teach for a Day event. People from business teach in the classroom for a day.
- Organize an exchange - have an educator and a business person swap jobs for a day.

"For many years schools and businesses went their separate ways and did their own thing. Now the emphasis is on teamwork. By involving businesses in the education process, we can teach our students what business is looking for in employees." - Verlan Nikkel, Teacher, Ogden High School.

STRATEGIES

How do we Find a Partner?

SELECT YOUR PARTNER

- Use your defined criteria for selection.

APPROACH YOUR PROSPECTIVE PARTNER

- Follow-up on your personal contacts and identify the person who would make the partnership decision for the organization.
- If you have no personal contacts, contact the business' human resources director or the organization's director.
- Gain access to that decision maker through your own organization's chief administrator.
- Offer a meeting to discuss mutual benefits from a partnership arrangement.

AGREEMENT TO FORM A PARTNERSHIP

- Discuss who should be involved in planning the partnership.
- Arrange the first meeting for the planning group composed of 'players' from both organizations.
- Discuss the benefits you hope both partners will gain from the arrangement.

CHAPTER TWO

FORMING A PARTNERSHIP

CHAPTER 2
FORMING A PARTNERSHIP
WORKSHEET 3



Agreeing to Work Together

1. What specific benefits can your partner gain from the relationship?

2. List the benefits your school expects to gain from the collaboration.

3. Who will help with planning, implementing and evaluating the partnership?

4. Have you agreed with your partner when and where you will meet and how your meetings will be structured?

5. How will you communicate with your partner organization?

STRATEGIES

Agreeing to Work Together

ASSEMBLING A PLANNING TEAM

- ⇒ Place business, labor, government and community employees on the planning team who have a vested interest in the formation of a partnership e.g. children attend the education institution, spouse teaches there, long time interest in education.
- ⇒ Ensure that your planning team represents customers of the project, e.g. students, parents, employees.
- ⇒ Ensure the “balance” of the planning team according to gender, race, education and organizational position.
- ⇒ Include representatives from education on the planning team. These should include at a minimum an instructor, a counselor, an administrator, a parent and a student.
- ⇒ Students should be involved at the planning stage. They can provide valuable input, not only as members of the planning team, but also through focus group discussions.

STRATEGIES

Agreeing to work Together

DEFINE EXPECTATIONS, ROLES AND RESPONSIBILITIES

- ➡ List the expectations your organization has for itself.
- ➡ List the expectations your organization has for your partner.
- ➡ Agree on how decisions are made for the partnership, e.g. by the planning team, by the key representatives of the two organizations.
- ➡ Identify who is going to be responsible for the administration function. Often the education partner has this oversight role.
- ➡ Identify strengths each partner brings to the partnership.
- ➡ Agree on how expenses will be handled.
- ➡ Ensure leadership is shared, because if an individual is the designated leader and leaves the organization, the partnership could collapse.

"Collaboration is the process of joint decision making among key stakeholders of a problem domain about the future of the domain. Five key aspects of this definition are: Stakeholders are interdependent; solutions emerge by dealing constructively with differences; joint ownership of decisions is involved; stakeholders assume collective responsibility for the future direction of the domain; and collaboration is an emergent process." From Collaboration: Finding Common Ground for Multiparty Problems, Barbara Gray, 1991 (Taken from Leadership for Change, NAPE, 1994)

STRATEGIES

Agreeing to work Together

BUILDING THE RELATIONSHIP

- Tour each other's work place.
- Invite your partner to a special education event.
- Remember, like any long-term relationship built on trust, it takes time and patience to develop.
- Invite individuals from your partner organization to meet with those with common areas of interest, e.g. ask a representative from the organization's finance department to meet with a business instructor to discuss curriculum issues, the changing world of finance etc.

AGREE ON THE MECHANICS OF WORKING TOGETHER

- Set regular meeting dates and determine the location for meetings. Meeting alternately at each organization gives partners the opportunity to showcase their place of work.
- Compile the list of individuals who should be involved on the planning team and ask them to serve.
- Examine the statutes, regulations and policies of both partners for necessary base-line information.

"The local partnership of the community college, the local schools, business, labor and community groups has been a definite strength in Southwest Iowa and has provided the impetus for educational reform," Colleen Hunt, Associate Dean of Vocational Technical Education, Iowa Western Community College.

CHAPTER 2
FORMING A PARTNERSHIP
WORKSHEET 4



Setting Up the Partnership

1. List those you would like to include on your Partnership Planning Team. Identify other interested groups or individuals who can provide support. (Use the following Planning Team Membership Grid)

2. How does your school's mission support the collaboration?

3. How will you communicate with stakeholders about special activities of the partnership?

4. Who is going to be responsible for record keeping at your education institution? Will this person also be the partnership contact person for the organization?

5. How will you market your partnership activities to parents to students, to instructors, to board members and all other stakeholders?

6. List how you will involve parents.

**PARTNERSHIP PLANNING TEAM
Membership Grid**

<u>Representatives You Want to Include</u>	<u>Suggested Representatives</u>	<u>Representatives Recruited</u>
Labor		
Corporate Business		
Small Business		
Instructor H.S.		
Instructor J.H.		
Counselor		
Government		
Parent		

**PARTNERSHIP PLANNING TEAM
Membership Grid (cont.)**

<u>Representatives You Want to Include</u>	<u>Suggested Representatives</u>	<u>Representatives Recruited</u>
Student	_____	_____
	_____	_____
School Board	_____	_____
	_____	_____
School Administrator	_____	_____
	_____	_____
Post Secondary Representative	_____	_____
	_____	_____
Media	_____	_____
	_____	_____
Community Champion	_____	_____
	_____	_____
Chamber of Commerce	_____	_____
	_____	_____
Others	_____	_____
	_____	_____

STRATEGIES

Setting Up the Partnership

DEFINE PURPOSE, DIRECTION AND ACCOUNTABILITY

Checklist

- ☒ Be patient and allow plenty of time for these initial steps. They are the foundation for the partnership.
- ☒ Discuss and determine a partnership vision that is broad, a mission that is practical and measurable goals that encourage long-range planning.
- ☒ Use a retreat format to encourage team members to become better acquainted, to help focus the team's energies and to clarify the direction for the partnership.
- ☒ Use an independent expert facilitator to help this planning process along.
- ☒ Determine action steps based on the goals.
- ☒ Ensure that evaluation measures are related to the team's goals and are in place before implementation occurs.
- ☒ Include activities in planning meetings to encourage bonding of the team. Agree upon the partnership activities.
- ☒ Consider the ideas of all stakeholders and Planning Team members to encourage ownership of the partnership.
- ☒ Gain input from stakeholders by focus groups, surveys and invitations to attend Planning Team meetings.
- ☒ Remember to prioritize activities and develop a time-line. It is important to plan for success rather than overextend the resources and fail to follow through on the commitment.
- ☒ Consider organizing the partnership activities into phases so that they are "manageable" and results can be seen quickly.
- ☒ Use a consensus approach to decision making, so that all interested "players" can be heard.
- ☒ Resist the urge to design activities based totally on what has been done in the past. Open your minds to all kinds of possibilities.

STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES

Staff Development

- ➡ Organize joint staff development opportunities on topics of interest to both partners e.g. How to address problems with attendance, how to motivate individuals.
- ➡ Involve the American Society of Training and Development in staff development opportunities for all partners.
- ➡ Organize staff development as an ongoing function of the partnership.
- ➡ Provide an environment where participants can practice skills in a non-threatening environment.
- ➡ Offer your facility for use by business, labor, government and community groups.

PARTNERSHIP STAFF DEVELOPMENT TOPICS

Customer Service
Leadership
Change Management
Stress Management
Team Building
Wellness
Performance Evaluation

Manager/Supervisor Training
Total Quality Management
Conflict Management
Communication
Technology Training
Gender Equity
Holding Effective Meetings

STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

At the Education Site

-  Invite business, labor, government and community partners to be guest speakers at student and instructor gatherings.
-  Organize a career fair and ask your partners to talk to students about the opportunities at your work site.
-  Invite your partners to special events.
-  Organize an Exchange Day so that partners can experience work at their partner's place of employment.
-  Invite managers to education administrator functions.
-  Offer opportunities for business, labor, government and community personnel to learn more about the teaching profession with a chance to practice instructional skills in the classroom.
-  Offer your faculty for use by business, labor, government and community groups.

At the Work site

-  Match up a student or instructor with a mentor.
-  Organize job shadowing opportunities for students and instructors.
-  Engage students and instructors for short-term and long-term internships.
-  Rotate students and instructors through multiple sites if they are unable to gain the full range of instruction needed.

STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

Curriculum Development

- ➡ Use the SCANS competencies and foundation skills as a basis for work site curriculum development for students.
- ➡ Educators design curriculum for their partners use e.g. "Understanding Your Elementary School Child" or "Understanding Your Adolescent" for partner employees.
- ➡ Curriculum development specialists from education assist partners as they create or improve curriculum for employee education opportunities.
- ➡ Develop curriculum for the work site that closely aligns to student or instructor learning at the education institution. It should incorporate both academic and practical learning strategies.
- ➡ Collaborate to develop a curriculum in education institutions that is relevant, competency-based and integrated.

"People need to work together. It is this coming together that makes things happen," Merrill Johnson, Vice President of Development, Council Bluffs Chamber of Commerce.

STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

Marketing

- ⇒ Organize discussion forums throughout the area and invite all stakeholders to participate.
- ⇒ Create clear guidelines on how the partners communicate with the media i.e. who is the spokesperson and how concerns are addressed.
- ⇒ Write articles for the internal partnership newsletters and for the community newspapers.
- ⇒ Make presentations to the partner's board of directors, Parent Teacher Associations, professional associations, such as Iowa School Administration Association, Society of Human Resource Managers, the Association of Business and Industry, the Chamber of Commerce and to service clubs such as Kiwanis, the Jaycees and Rotary.
- ⇒ Create a video that shows the different aspects and benefits of the partnership.
- ⇒ Develop promotional pieces that emphasize outcomes of importance to each specific audience.
- ⇒ Employ student and teacher interns to talk to groups about the benefits of the partnership to educators. Employer partners can effectively promote the partnership to business, labor, government and community groups.
- ⇒ Design your marketing pieces in the language of the audience, i.e. style, reading level, and format.
- ⇒ Invite students to design posters to promote the partnership.
- ⇒ Use public service announcements on television and radio.
- ⇒ Gather success stories.
- ⇒ Encourage staff to share the partnership's success with everyone they meet.

STRATEGIES

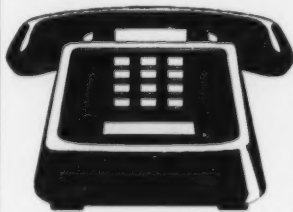
Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

Communication Between Partners

- ➡ Set up a mechanism for effective communication between all the "players" in the partnership.
- ➡ Maintain records of all meetings and partnership agreements and share these with the partnership planners and implementors.
- ➡ Give support to the partner, even when mistakes are made.
- ➡ Communicate honestly and openly with your partner at all times.
- ➡ Send your education newsletter to business, labor, government and community partners.
- ➡ Ask to receive your partner's organization newsletter.

"There has to be constant communication between partners. I am always talking with site people face-to-face. They want one person to talk to. Businesses are not like schools. Businesses need to make decisions and act on them right away. Educators need to clearly understand what business is all about," Lisa Koester, Work Start Coordinator, Marshalltown Community School District.



STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

Strengthening Linkages

- ➡ Develop a database of employer contacts that allows for the crossing of education institution districts and boundaries.
- ➡ Create an electronic database of employers who are willing to offer opportunities to students and instructors at the work site. Students, instructors and counselors would access this database via computer at their locations.
- ➡ Develop "yellow pages" including types of jobs, size of organization, addresses and telephone numbers to help locate work sites for students and instructors.
- ➡ Examine the feasibility of involving other education institutions and other businesses to provide additional resources and strengthen the partnership.
- ➡ Organize a kick-off ceremony or an anniversary celebration hosted by key business and community leaders.
- ➡ Create a leadership network of employer representatives to assist partnerships. Members of the network can provide technical assistance and strategies for obtaining resources (South Carolina has such a network).

STRATEGIES

Setting Up the Partnership

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES (cont.)

Funding

- Discuss and determine how the partnership will be financially supported.
- Develop a budget and track income and expenditures on a monthly basis.
- Ensure partners share funding and resource allocation responsibilities.
- Establish the partnership as a separate entity, if possible, with its own budget, schedule, faculty and staff.
- Examine the feasibility of developing a system for fundraising. Work with the National Society for Fundraising Executives.
- Education institutions should collaborate with each other and invest resources in research and development (Successful businesses invest about a third of their profits into research and development).



CHAPTER THREE

IMPLEMENTATION OF PARTNERSHIP ACTIVITIES



CHAPTER 3 IMPLEMENTATION OF PARTNERSHIP ACTIVITIES WORKSHEET 5

The Partnership Evaluation

1. How will you measure the partnership process and product?

2. What kind of qualitative and quantitative strategies will you use to measure the effectiveness of the partnership?

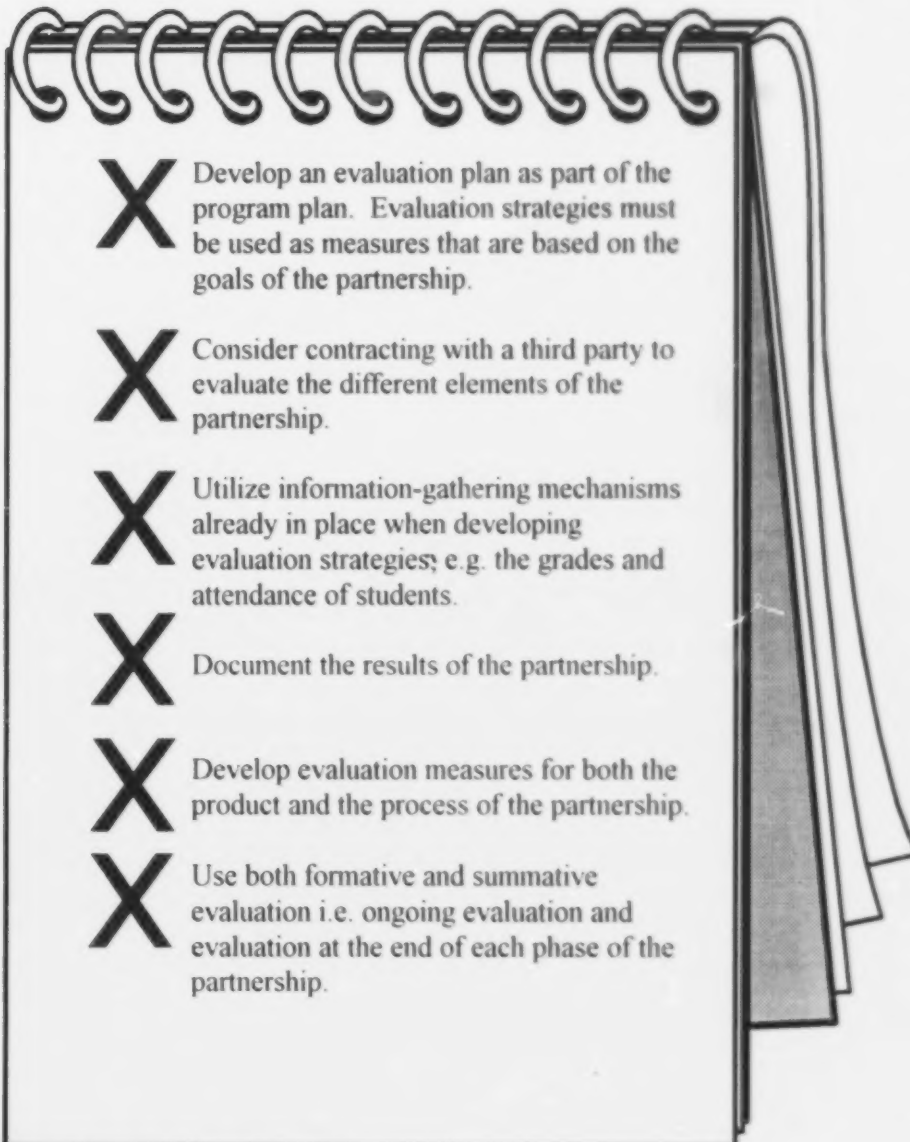
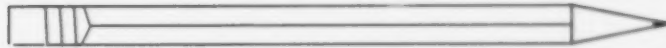
3. How will you determine whether the partnership results are justified by the resources invested?

4. How will you utilize the results of the evaluations?

5. How will you obtain feedback from students about how the partnership has impacted them?

STRATEGIES

The Partnership Evaluation



X Develop an evaluation plan as part of the program plan. Evaluation strategies must be used as measures that are based on the goals of the partnership.

X Consider contracting with a third party to evaluate the different elements of the partnership.

X Utilize information-gathering mechanisms already in place when developing evaluation strategies; e.g. the grades and attendance of students.

X Document the results of the partnership.

X Develop evaluation measures for both the product and the process of the partnership.

X Use both formative and summative evaluation i.e. ongoing evaluation and evaluation at the end of each phase of the partnership.

Qualitative

Interview students and record their comments.

Organize focus groups for education institution board members, parents, employers, students and staff involved in the partnership.

Survey business, labor, government and community partners to obtain opinions on how the partnership is progressing.

Observe students in their work site settings.

Interview those involved in organizing the partnership and record their remarks.

Quantitative

Use measures such as student attendance, grades, and results of standardized tests.

Maintain records for all partnership activities and program participants.

Measure student performance at the work site with a competency-based evaluation instrument.

Measure partnership effectiveness by attendance at planning meetings and the follow-through on specific tasks.

Measure results against the goals set by the planning group (the goals should be specific and measurable).

"Profit is not a dirty word. Partners must have long-term profitable results for all involved." - Debra Carson, Director Maquoketa Alternative Classroom and Prevention and Retention Program.

CHAPTER FOUR

MAINTAINING THE PARTNERSHIP

CHAPTER 4
MAINTAINING THE PARTNERSHIP
WORKSHEET 6



Maintaining the Relationship

1. How have you recognized your partner organization for its commitment to the partnership?

2. What internal recognition have you given to those involved in the partnership planning and implementation?

3. How do you communicate with your partner about the changes and activities in the education arena that effect the partnership?

4. In what ways would you call your partnership institutionalized? e.g. guidelines, agreements, regular meetings.

5. How are you promoting the partnership internally and externally?

6. What are you doing to ensure adequate resources are available to support the partnership in the future?

STRATEGIES

Maintaining the Relationship

- ➡ Give credit for success to all members of the partnership.
- ➡ Celebrate the partnership accomplishments by holding special events such as a banquet, an informal gathering or a press conference.
- ➡ Ensure that appropriate mechanisms for communication, problem solving, planning and evaluation are in place.
- ➡ Remember to send thank you letters.
- ➡ Invite your partner to special events at your organization.
- ➡ Revise your partnership plan on a regular basis and make any necessary adjustments to keep abreast of any changes.
- ➡ Communicate and meet on a regular basis.
- ➡ Recruit individuals to the partnership planning team in an ongoing manner to ensure fresh ideas and to replace members who need a "rest".
- ➡ Invite partners to be deeply involved in your organization activities (for example, strategic planning sessions), that encourage understanding and long term commitment to your organization.
- ➡ Organize an annual retreat for partnership planners to review past accomplishments, reconsider the mission and goals, generate ideas and strengthen the relationships.
- ➡ Seek other "players" to join you partnership as additional resources and expertise are needed.
- ➡ Invite parents to participant in all aspects of the partnership activities.
- ➡ Work to ensure that your partnership is mutually beneficial.

CHAPTER FIVE

· TROUBLESHOOTING

CHAPTER 5

TROUBLESHOOTING

CHALLENGE:

Educators fear loss of control of their environment.

SUGGESTION:

Involve a representative group of educators at all steps of the partnership development process.

CHALLENGE:

Business, labor, government and community organizations are impatient for educational institutions to change.

SUGGESTION:

Educators explain how actions occur in their organizations. Jointly discuss suggestions for improvement. Institute realistic time-lines for activities.

CHALLENGE:

Educators fear they are being criticized for what ails education.

SUGGESTION:

Business, labor, government and community groups shoulder joint responsibility with educators for the need to change.

CHALLENGE:

Partnership designates leader and when that person moves on the arrangement collapses.

SUGGESTION:

Ensure co-leadership and a large diverse group of people for "decision making".

CHAPTER 5

TROUBLESHOOTING (cont.)

CHALLENGE:

Demographic and economic changes, cause difficulties in bureaucratic organizations.

SUGGESTION:

Partners must learn to be flexible and adapt to change in order to survive and flourish.

CHALLENGE:

“Turf” concerns. Partners are concerned about retaining control of their own “turf”.

SUGGESTION:

Gain strong commitment from the organizations’ directors, a clear definition up front of roles and responsibilities and keep the partnership in the public eye. Emphasize benefits.

CHALLENGE:

Diverse people and groups working together can create conflicts.

SUGGESTION:

Create opportunities for team building activities, that promote acceptance of others’ ideas, consensus building, understanding and valuing diversity, and dealing with differences.

CHALLENGE:

Partnership is superficial and not “of depth” or “for the long-term”.

SUGGESTION:

Develop one and five year partnership goals that emphasize continual growth and expansion of joint activities. Become involved in your partner’s organization. Build relationships.

CHAPTER 5

TROUBLE SHOOTING (cont.)

CHALLENGE:

Parents define success for their students as going to college.

SUGGESTION:

Promote success stories of students who have followed other options. Collect data to substantiate the value of alternative options, e.g. pay, opportunities for advancement, testimonials. Communicate with parents at every opportunity.

CHALLENGE:

Energy needed for maintenance of the partnership.

SUGGESTION:

Involve a large number of people in a variety of tasks to sustain the partnership and to share the workload. Emphasize the success of the partnership and what has been accomplished. Positive feedback is a great motivator!

CHALLENGE:

Lack of common vocabulary can be a problem.

SUGGESTION:

Develop a glossary of terms used by each partner and share. Use terms familiar to your partner at every opportunity. Agree upon a common vocabulary to use, while engaging in partnership activities.

CHALLENGE:

Educators resist additional duties because they are already overextended.

SUGGESTION:

Encourage administrators to allocate time for their partnership representatives to work on joint activities. Share this issue with your Partnership Team to see whether assistance can be given with substitute funds and whether tasks can be shared.

CHAPTER 5 (cont.)

TROUBLESHOOTING

CHALLENGE:

Ensuring the relationship is mutually beneficial.

SUGGESTION:

Identify not only your needs but your partner's needs and how your organization can help to meet them.

CHALLENGE:

An overambitious plan can result in inadequate management and poor quality of products.

SUGGESTION:

Plan collaborative activities in phases. Start with a small, manageable joint venture. Consider what resources are available as the partnership plans are developed. Clearly define roles and responsibilities.

CHALLENGE:

Business, labor, government and community organizations adapt to their customers as needs change. They view themselves as the customers of education and expect that same response to their changing needs.

SUGGESTION:

Educators can view business, labor, government and community groups as their customers and students as their "products".

CHALLENGE:

Key education administrators tend to focus on the "worst case scenario" when contemplating change.

SUGGESTION:

Education administrators can be encouraged to be creative, to take an opportunity, to try new approaches and see the benefits of different strategies. Administrators from several school districts working together can provide support for each other.

CHAPTER 5

TROUBLESHOOTING (cont.)

CHALLENGE:

Concern about liability for student or instructor injury.

SUGGESTION:

Refer to the "Legal Aspects of Work Place Learning," a document produced by the Iowa Department of Education, Bureau of Technical and Vocational Education. Keep abreast of changes in the law. Consult your lawyer and insurance agent.

CHALLENGE:

Concern with safety of students and instructors at work sites.

SUGGESTION:

Orient students and school instructors to safety requirements before embarking on work experience activities. Stress the importance of safety at every opportunity. Encourage participants to adhere to established safety standards, as modelled by work site's employees.

CHALLENGE:

Businesses approach education and see little response until the need for change has been stressed several times.

SUGGESTION:

Businesses can encourage education to make the difficult changes necessary and be patient. Education can make every effort to avoid the slow-down of action because of bureaucratic problems.

CHALLENGE:

Educators are skeptical about business involvement, sometimes wondering why they are interested in educational reform.

SUGGESTION:

The value of collaboration can be stressed. Team building activities will help to build trust. Open communication is vital and common goals will help the partners work together to make positive changes occur.

CHAPTER SIX

MODEL PARTNERSHIPS

CHAPTER 6

MODEL PARTNERSHIPS

The following is a selection of active partnerships. Sorry we are unable to include all excellent collaborations!

BUSINESS HORIZONS

An annual week-long experience in July for students and teachers that helps create an understanding of the world of work and provides hands-on activities that develop necessary employment skills.

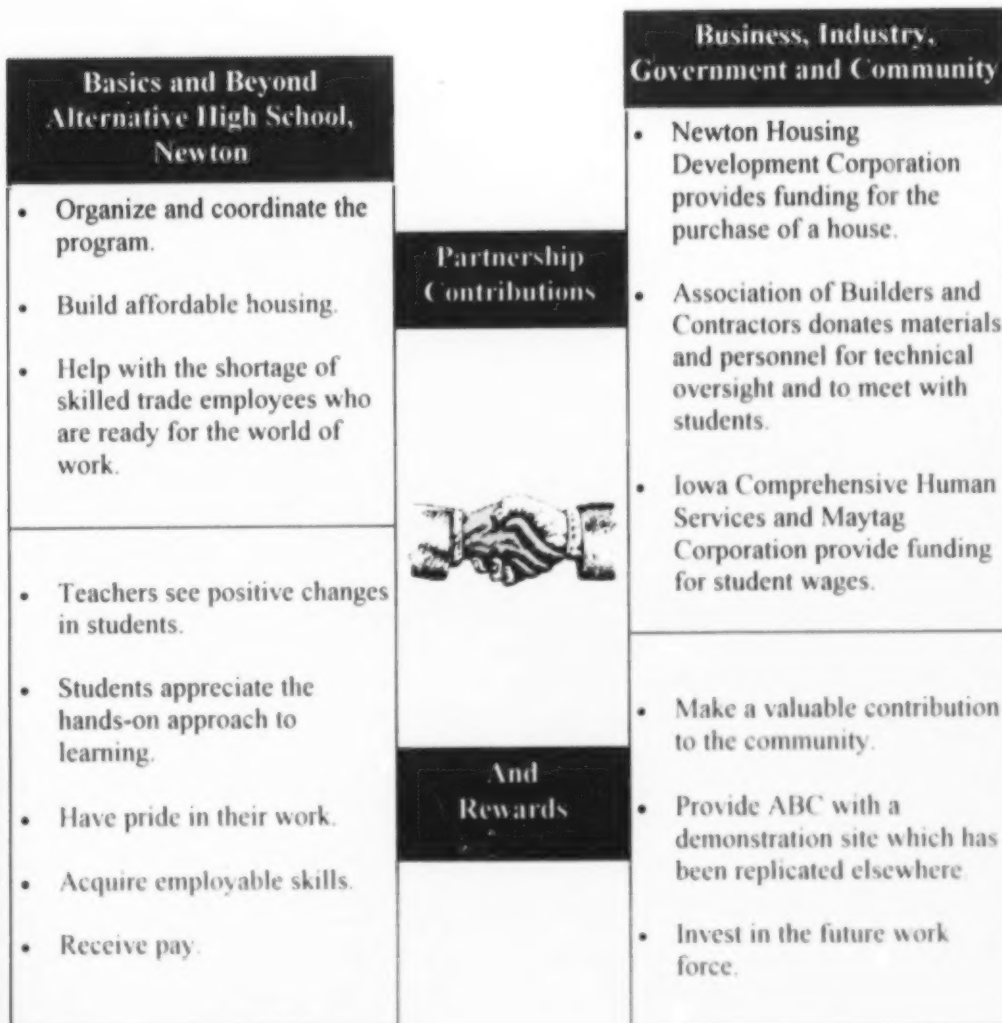
Iowa Association of Business and Industry		Teachers and Students in Iowa
• Organize the week. • Provide the staff and volunteers.	Partnership Contributions	• Spend a week of the summer. • Agree to make changes based on their experiences. • Share their experiences with others.
• Help shape the future workforce. • Reduce the time it takes for new hires to transition to the world of work. • Communicate work experiences. • Network with other business people and educators.	 And Rewards	• Learn more about the work environment and what employers expect. • Make new friends. • Earn college credit. • Make a smooth transition to the work place.

CHAPTER 6

MODEL PARTNERSHIPS

YOUNG APPRENTICES BUILDING TRADES

A community partnership that involves business, industry, government and non-profit agencies is providing construction trades experience and training for at-risk students.



CHAPTER 6

MODEL PARTNERSHIPS

CONFERENCE WITHOUT WALLS

A one-day conference that brings educators into three worksites to hear from business, labor and industry what skills employees need to be successful and how they can help with student preparation. Educators have the opportunity to share their vision and concerns for education.

Central Iowa Regional Planning Board for Vocational Education		Business, Labor, Government and Community
• Provide coordination of the Conferences. • Issue a Final Report. • Offer a follow-up session.	Partnership Contributions	• Offer work sites for educator and business teams to visit. • Participate as a team member with educators to visit the sites. • Support the Conference with funds.
• Acquire a clearer picture of how students need to be prepared for employment • Strengthen student career development activities. • Support schools in the delivery of education that is both relevant and practical.	 And Rewards	• Help to shape the future workforce. • Hire employees with appropriate skills to succeed. • Gain community recognition.

CHAPTER 6

MODEL PARTNERSHIPS

PROJECT PAYBAC

(Partners Assisting Business and Community)

A highly successful project that includes a series of collaborative activities that benefit all partners involved.

Millard Public Schools	Partnership Contributions	Business, Labor, Government and Community
• Provide English classes for bank employees. • Provide facilities for training and sport activities. • Offer 10% reduction on community education classes. • Offer brown bag parenting class lunches by school psychologist, (Fall, 1995).		• Provide business people to give students mock interviews with immediate feedback. • Support an After School Study Center at the Millard Public Library. Computers and snacks are provided. Optimist Club members volunteer to staff the Center. • Serve as members of the Site Base Management Council and all other decision-making committees.
And Rewards		
• Help teachers stay in touch with the business world of work . • Generate ideas for planning by the involvement of people with diverse backgrounds. • Help the family unit with parenting classes, which will in the long-term enable teachers more time to teach.		• Spend less resources on the interview process, if prospective employees have practiced the skills needed. • Help students be successful in school and in entering the adult world. • Gain community recognition for partnering involvement.

CHAPTER 6

MODEL PARTNERSHIPS

HEALTH OCCUPATIONS EDUCATION

A collaboration between an education institution and a health care organization that results in student exposure to a wide range of health occupation opportunities.

Tucker Center Council Bluffs Community School		Mercy Hospital
• Help to fulfill the hospital's mission. • Help hospital employees view adolescents as potential workers and consumers.	Partnership Contributions	• Offers job shadowing experiences in sixteen areas of the hospital. • Offers staff as mentors to the students as they rotate through their job shadowing experiences.
• Students view a wide range of health occupations. • Students gain insight into skills and preparation needed for health occupations. • Students develop mature communication skills with adults.		• Develops potential employees. • Recruits volunteers to the hospital. • Results in promotion of the hospital in the community. • Helps youth. • Builds employee morale.
	And Rewards	

"This is a chance for students to see the real world of work. One student at our alternative high school is eighteen and has a two year old. She lives with a foster family. Because of this program she has known success. She is enrolled at the community college and has now applied to nursing school." - Vicki Leaders, Coordinator, Health Occupations, Tucker Center, Council Bluffs.

CHAPTER 6

MODEL PARTNERSHIPS

"A FRIENDSHIP"

Kirkwood Community College makes the recommendation, in these times of greater demands and limited resources, to "find some friends." Kirkwood's "friendship" with AEGON USA is just one of many partnerships they have established in their region.

Kirkwood Community College

- Sold AEGON the land for \$10.
- Offer AEGON employees use of college facilities, including cafeteria, library and recreational areas.
- Maintain parking lots and grounds.
- Expose students to high tech work environment.
- Created Career Development Center where computer labs used to be, for student and community use
- Gain community recognition.

Partnership Contributions



And Rewards

AEGON USA

- Built and totally financed an \$11 million data center on campus.
- Contributed 11,000 square feet for use by Kirkwood for a state-of-the-art computer training center.
- Participate in preparing future workforce.
- Gain community and state-wide recognition.

RESOURCES

RESOURCES
National Organizations

1. American Youth Policy Forum, 1001 Connecticut Ave., N.W., Suite 719 Washington, D.C. 20036-5541
2. Department of Labor, Washington, D.C., 1-800-788-SKILL, for SCANS materials
3. InfoMedia Inc. P.O. Box 210, Ellentown, FL 34222 (813)776-2535
4. Institute for Education Leadership, 1001 Connecticut Ave, N.W., Suite 310, Washington D.C. 20036 (202)822-8405 or FAX(202)872-4050.
5. Jobs for the Future, 1815 Massachusetts Ave, Cambridge, MA 02140, (617)661-3411
6. Junior Achievement, National Headquarters, 1 Education Way, Colorado Springs, CO 80906-4477 (719)540-6208
7. National Association for Industry - Education Cooperation 235 Hendricks Blvd., Buffalo, NY 14226-3304 (716)834-7047.
8. National Alliance of Business, 1201 New York Avenue, N.W., Washington, D.C. 20005 (202)289-2888.
9. National Association of Partners in Education, 209 Madison St., Suite 401, Alexandria, VA 22314 (703)836-4880
10. National Center for Research in Vocational Education, University of California at Berkeley, 1995 University Ave., Suite 375, Berkeley, CA 94704.
11. National 4-H Council, 7100 Connecticut Ave, Chevy Chase, MD 20815-4999.
12. National Society for Experimental Education, 3509 Haworth Dr., Suite 207, Raleigh, NC 27609 (919)787-3263 or FAX (919)787-3381.
13. National Tech Prep Network. Center for Occupational Research and Development, 601 Lake Air Dr., P.O. Box 21689, Waco, TX 76702-1689, (800)972-2766.
14. Vocational Industrial Clubs of America, Inc., P.O. Box 3000, Leesburg, VA 22075 (703)777-8810, or FAX (703)777-8999.
15. William T. Grant Foundation. Commission on Youth and America's Future, 1001 Connecticut Ave. N.W., Suite 301, Washington, D.C. 20036-5541.
16. Youth Policy Institute, 1221 Massachusetts Ave, N.W., Suite B, Washington D.C. 20005-5333 (202)638-2144.

RESOURCES

Iowa and Regional Organizations

1. American Society of Training and Development, Dr. Liz Weinstein, (515)278-9053
2. Associated Builders and Contractors, 939, Office Park Rd, Suite 123, West Des Moines, 50265, Jack Dubbs, (515)224-9800
3. Central Iowa Building Trades 4880 Hubbell Ave., Des Moines, IA 50317, (515)265-7501
4. Central Iowa Regional Planning Board, Bld 6-28, Des Moines Area Community College, Ankeny, IA 50021, Mary Darrow, (515)965-7044
5. Des Moines Public Schools, Business Education Alliance, Keck City Center, 501, Locust, Suite 200, Des Moines, IA 50309 (Downtown School), Jan Drees, (515)284-5848
6. Iowa Association of Business and Industry, 904 Walnut St., Suite 100, Des Moines, IA 50309-3503, Sheila Stalter, (515)244-6149
7. Iowa Council on Vocational Education, 1209 E. Court, Rm. 305, Des Moines, IA 50319, Dr. Jerda Garey, (515) 281-3723
8. Iowa Department of Education, Bureau of Technical Vocational Education, Grimes State Office Bld., Des Moines, 50319 (515)281-4702
9. Iowa Department of Employment Services, Labor Market Information, Robert Van Every, (515)242-5862. Iowa TARGET Alliance, Paula Bibler, (515)281-9322. Contact TARGET Alliance and Workforce Development Centers in your own area
10. Iowa State University Extension Office, Youth and 4-H, 33 Curtiss Hall, Ames, IA 50011, (515)294-1017
11. Iowa Vocational Association, Department of Education, (515)281-4702, or contact Colleen Hunt, (712)325-3200
12. Junior Achievement, 3706 Ingersoll Ave., Des Moines, IA 50312, (514)279-9602
13. Los Angeles Area Tech Prep Educational Consortium, East San Gabriel Valley Regional Occupational Program, 1024 W. Workman Ave., West Covina, CA 91790, (818)960-3625
14. Millard Public Schools, Margo Bassinger, Director of Community and Partnership Education, 5606 South 147th St. Omaha, NE 68154, (402)895-8338

RESOURCES

Iowa and Regional Organizations

15. NAPE, Iowa Affiliate, Carol Kenealy, Ames Community School District, 120 S. Kellogg, Ames, IA 50010, (515)239-3700
16. NAPE, Region VII VP, Margo Bassinger, Community and Partnership Education, Millard Public Schools, 5606 South 147th St., Omaha, NE 68154, (402)895-8338
17. National Society For Fundraising Executives, Nancy Bobo, (515)247-3248
18. Office for Workforce Excellence, Department of Industry, Labor and Human Relations, Madison, WI, 201 E. Washington Ave., P.O. Box 7946, Madison, WI 53707, (608)266-0223 or FAX (608)267-0330
19. Parent Teacher Association of Iowa, 610 Merle Hay Tower, Des Moines, IA 50310, (515)276-1019
20. Partners in Vocational Technical Education, Doris Poindexter, (515)278-5025
21. Regional Planning Boards for Vocational Education, Iowa Department of Education, Jim Fliehler, (515)281-4709
22. Sheet Metal Contractors of Iowa, Inc., 1454 30th St., West Des Moines, IA 50265, Dennis Hogan, (515)223-6568
23. South Central Iowa Federation of Labor, Labor Institute, 1435 N.E. 54th Ave., Des Moines, IA 50313, Twila Young Glenn, (515)265-7915
24. South Central Iowa Federation of Labor, 2000 Walker St., Suite B, Des Moines, IA 50317, JTPA/Labor Liaison, Tom Glenn, (515)265-8309
25. Society of Human Resource Managers, Nancy Lehmkuhl, Chapter Administrator, (515)964-0059
26. Tech Prep, Department of Education, Vic Lundy/Roger Foelske, (515)281-4700
27. University of Illinois, Vocational and Technical Education, 345 Education Building, 1310 S. Sixth St., Champaign, IL 61820, (217)333-0807 or FAX (217)244-5632
28. U.S. Department of Labor, Bureau of Apprenticeship and Training, 210 Walnut St., Des Moines, IA 50309, Mike Harcourt, (515)284-4690

RESOURCES

Support Materials

1. American Society for Training and Development
 - a. Training and Development, November, 1994, School-To-Work Transition p. 32-43.
2. Amherst H. Wilder Foundation
 - a. Collaboration What Makes it Work. A Review of Research Literature on Factors Influencing Successful Collaboration, Paul W. Mattessich, Ph.D and Barbara R. Monsey, M.P.H.
3. American Youth Policy Forum
 - a. The American School-To-Career Movement: A Background Paper for Policy Makers and Foundation officers, Richard Mendel, 1994
4. InfoMedia, Inc.
 - a. A Manager's Handbook to Partnerships: How to Set-Up, Run and Maintain Partnerships, Don Adams and Paul Snodgrass, 1990
 - b. Partnerships in Education Journal, Box 210, Ellentown, FL 34222.
5. Institute for Educational Leadership
 - a. School Lessons Work Lessons - Recruiting and Sustaining Employer Involvement in School-To-Work Programs, Irene Lynn and Joan Wills, 1994
6. Iowa Department of Education, Bureau of Technical and Vocational Education.
 - a. Iowa Cooperative Vocational Education Handbook
 - b. Legal Aspects of Workplace Learning
7. Kirkwood Community College
 - a. Partnerships: Door to the Future for Community Colleges-a major report by Dr. Norm Nielsen, President
8. Los Angeles Area Tech Prep Consortium
 - a. Partnering/Networking with Business and Community Agencies, 1994
9. National Alliance of Business
 - a. America's Leaders Speak Out on Business-Education Partnerships: Proceedings and Recommendations from the Compact Institute/Business Leadership Forum.
 - b. The Compact Project: Final Report, 1991
 - c. The Compact Project School-Business Partnerships for Improving Education, 1989.
 - d. The Fourth R Workforce Readiness: A Guide to Business-Education Partnerships, 1987.

RESOURCES

Support Materials

10. National Association of Partners in Education, Inc.
 - a. Creating Successful Rural School/Community/Business Partnerships: Enhancement of Education for Special Needs Students, 1994
11. National 4-H Council and USDA Extension Service
 - a. Preparing Youth for Employable Futures, 1993
12. National Tech Prep Network
 - a. Tech Prep/School-To-Work: Making Students Work-Ready. Is Your Business Involved?, 1994
13. Office for Workforce Excellence, Department of Industry, Labor and Human Relations, Madison, WI.
 - a. Action Planning Guide for Local Communities, 1993.
14. Technical Assistance for Special Populations Program (TASPP) University of Illinois.
 - a. Annotated Resource List: School-Business Partnerships, 1992.
15. U.S. Department of Labor, Washington, D.C.
 - a. SCANS Blueprint for Action: Building Community Coalitions.
16. William T. Grant Foundation Commission on Youth and America's Future
 - a. Youth Apprenticeship in America: Guidelines for Building an Effective System, 1992
17. Youth Policy Institute
 - a. Youth Policy - The Status of Proposed Policy Solutions Relating to Youth. One Goal - Creating a Successful, Comprehensive, School-To-Work System - Three Solutions Volume 15 and 16, Number 12 and 1.

Iowa Council on Vocational Education

1

Governor Appointed Council

The State Council on Vocational Education is a separate state agency established under the auspices of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

2

13 Members

The State Council is composed of 13 members appointed by the Governor. Seven members represent the private sector interests of agriculture, business, industry, and labor.

3

Mandates

The Council is mandated to offer recommendations to ensure the availability and quality of vocational education in Iowa.

4

Address

1209 E. Court
Des Moines, Iowa
(515)281-3723